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ABSTRACT

The aim of this practicum was to increase parent, child, and caregiver satisfaction with the university lab elementary school site's extended day care program through training of caregivers and development of appropriate activities. Two groups participated, one for preschoolers through first graders, the other for second through fifth graders. Three training sessions were designed to improve the caregivers' understanding of the school's philosophy and goals, basic developmental characteristics of children in the various age groups, and a strategy for effective disciplinary action. Arts and crafts, cooking, organized sports, and opportunities for unstructured play were designed for each group and supervised by caregivers on a rotating basis. Questionnaires designed by the writer regarding general satisfaction with the program and preferred activities were administered to parents, children, and caregivers before and after implementation of the practicum. Results indicated that: (1) training of workers regarding site-specific expectations as well as providing general information regarding children increases the caregiver's job satisfaction; and (2) parents, children, and caregivers prefer a program which offers a variety of age-appropriate activities in which children may participate. (Author/SH)

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Improving an Extended Day Care Environment through Staff Training and Activity Development

by

Mary Kathryn Lopez

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A Practicum I Report presented to the
Ed.D. Program in Child and Youth Studies
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

NOVA UNIVERSITY

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PRACTICUM APPROVAL SHEET

This practicum took place as described.

Verifier: Elizabeth C. Brennan

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Director, Lower School

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April 9, 1991
Date

This practicum report was submitted by Mary Kathryn Lopez under the direction of the advisor listed below. It was submitted to the Ed.D. Program in Child and Youth Studies and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Nova University.

Approved:

6-28-91
Date of Final Approval of Report

Roberta H. Schomburg
Dr. Roberta Schomburg, Ph.D.
Advisor

ACKNOWLEDGMENT

The writer deeply appreciates the cooperation and support of the Director and Academic Coordinator for their part in the implementation of this practicum. A hearty thanks also is extended to the supervisor and caregivers of the Extended Day Care Program, and those parents who were willing to share their insights on a frequent and informal basis.

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ABSTRACT

Improving an Extended Day Care Environment Through Staff Training And Activity Development. Ft. Lauderdale, Florida. 1991: Practicum I Report, Nova University, Ed.D. Program in Child and Youth Studies. Descriptors: After School Programs/After School Education/School Age Day Care/ Enrichment Activities/Extracurricular Activities/Training/ Training Methods/Paraprofessional School Personnel/Student Teachers/Elementary Education/Early Childhood Education/ Curriculum Development/Curriculum Enrichment/Teacher Education

The aim of this practicum was to increase parent, child, and caregiver satisfaction with the site's extended day care program through training of caregivers and development of appropriate activities. Two groups participated, one for preschoolers through first graders, the other for second through fifth graders.

Three training sessions designed to improve the caregivers' understanding of the school's philosophy and goals, basic developmental characteristics of children in the various age groups, and a strategy for effective disciplinary action were implemented. Arts and crafts, cooking, organized sports, and opportunities for unstructured play were designed for each group and supervised by caregivers on a rotating basis. Questionnaires designed by the writer regarding general satisfaction for the program and preferred activities were administered to parents, children, and caregivers before and after implementation of the practicum.

Outcomes of this practicum were positive. All of the objectives were reached successfully with positive feedback being given in other, unmeasured, areas. The data from this practicum indicated that: (a) training of workers regarding site specific expectations as well as general information regarding children increases the caregiver's job satisfaction, and (b) parents, children, and caregivers prefer a program which offers a variety of age appropriate activities in which the children may participate.

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June 3, 1991 — Mary K. Lopez

CHAPTER I

INTRODUCTION

Description of Community

The work setting is a private, university lab elementary school with approximately 565 students in grades pre-kindergarten through five in the southeastern United States. An extended day care program is provided for parents needing to avail themselves of this service. Parents' expectations of the school, including the extended day care program, are high, probably due to the cost of tuition but also their interest in having their children actively engaged in meaningful activities.

The participants include the total range of grades and are average to above average in achievement as measured by a standardized instrument. The extended day program serves approximately sixty children in two separate programs. Children ages 4-7 (prekindergarten through first grade) attend in one area. The average attendance is 25 students. Children ages 8-11 (second through fifth grade) attend in a separate area. The average attendance for this group is 35. The extended day program is in operation from the time school is dismissed, 3:00, until 6:00 p.m.. The length of

attendance varies from as little as half an hour to a total of three hours, with the average being one and one half hours. The cost of the program is $2.00 per hour and includes supervision of the children and a snack usually consisting of apple juice and cookies.

The extended day program is under the supervision of a faculty member who is compensated on an overload basis for this responsibility. Seven teacher aides, employed on a full time basis and four work study students are the caregivers. Each of the caregivers is paid an hourly rate which is commensurate with their experience and abilities. Five of the teacher aides stay one day each week until 5:00 p.m. and the remaining two stay twice weekly. One aide is present at each separate area and is accompanied by one or more of the work study students. This is a new arrangement due to an administrative change. The work study students and supervisor stay until 6:00 p.m.. One work study student "floats" to the area with the greatest need, in terms of attendance; one is assigned to the early childhood area and two to the elementary area, so that at any given time, there are two caregivers in each area, but usually three. The supervisor is responsible for coverage when more than one of the caregivers is not present.

Writer's Work Setting and Role

The writer is in an administrative/instructional position, serving the area of special needs for kindergarten through fifth grade. The writer is also the parent of two of the participants in the extended day care program. The writer worked in conjunction with the extended day care supervisor and was given a free hand in the initiation and implementation of any changes. Coordination of activities and budgetary concerns were addressed by the writer as well as the extended day care supervisor. A budget of $1000 was established by the Director for the implementation of this practicum.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

The extended day care program, in its original form, offered few activities for child involvement. Upon dismissal from the regular school program, children in the early childhood day care went directly outside where the caregiver recorded their presence for billing purposes. Older children met in a science lab for attendance. It was during the first half hour after school that the most children were present, as parents were sometimes late in arriving to take the children home, and for all practical purposes, those children were not really part of the day care program. Attendance took up to one half hour as many children waited at carpool, or were finishing up classroom work, or were otherwise engaged. Oftentimes, the supervisor had to take over this responsibility as the work study students were late, the aides were still fulfilling their classroom obligations, or the students themselves were not being effectively monitored by the caregivers. Following attendance, older children were allowed to go to the playground, with equipment they either borrowed from the classrooms or had brought themselves. Both groups played outside until approximately

4:15 p.m.. If weather did not permit outside play, a video was requested or cartoons were shown. Children were given a snack, usually graham crackers or vanilla wafers and apple juice. From 4:30 p.m. until they left school, the children watched television.

During these activities, the caregivers' involvement consisted of taking attendance, watching the children, as opposed to playing with them, dispersing the snack, and monitoring the sign out process. The teacher aides were often in their own classrooms or were working on some classroom related task. They sometimes did not go to their assigned area at all. The supervisor had been aware of the problem but had been unable to effect a lasting change.

A number of individuals were affected by the management of the program. It was not unusual for the children attending the extended day program to leave the playground, either with or without the knowledge of the caregiver. They went to another area to play or simply roamed around the building or sat in their classrooms. This lack of supervision caused the children to be at greater risk of injury, which put the caregivers and school in a libelous position; it interfered with teachers working after school and caused parents to have to look for their children rather than know where they were when it was time to go home.

Therefore, the children, caregivers, parents, teachers and administrators were affected by the daily operation of this program. Although the extended day care program has operated in this general manner for a few years, no viable solution had been found. A change in supervisors and hiring of a greater number of work study students, and finally, inclusion of the aides had been unsuccessful in effecting change toward a more accountable program. Continued parental complaints regarding the lack of supervision and a variety of activities contributed to the general frustration of the caregivers and supervisor. As a result of the writer's evaluation, the extended day care program was defined as problematic due to a lack of training and direction on the part of the caregivers and supervisor, and to a lack of specific programming based on the interests, abilities, or needs of the children.

Problem Documentation

Documentation regarding the problematic nature of the extended day care program was gathered through surveys distributed to the parents (see Appendix A), children (see Appendix B) and day care staff (see Appendix C). Seventy-five parent/child surveys were distributed. This included any children who had participated in day care to any extent, regardless of the duration or frequency of their attendance.

Sixty surveys were returned, with only two of those from the early childhood age group.

Responses to the surveys indicated dissatisfaction in several areas. Table 1 reports results of the prequestionnaire returned by parents and children regarding the existing program.

Table 1

Results of Parent and Child Prequestionnaire

Characteristic	Parent Response	Child Response
Supervision is adequate	40% (24)	65% (39)
Pleased with existing program	35% (21)	50% (30)
Child enjoys participating	60% (26)	65% (39)

The survey also asked the parents and children to provide input regarding the types of activities they would like to see incorporated in the extended day care program. The choices which were provided included structured inside activities such as board games, more free play, organized sports, daily homework sessions, arts and crafts, creative dramatics, and child initiated projects. Space was provided for other suggestions.

Many parents provided comments and reported feelings of their own as well as those their children had expressed. Most of the comments were constructive and many were positive regarding the opportunity for input. One area which was addressed frequently related to the quality of the snacks which were provided. Suggestions ranged from offering the snacks at different times, to letting the children bring their own, and to evaluating the nutritional value of the snacks that were provided.

Table 2

Suggested Activities from Parent and Child Prequestionnaires

Activity	Parent Response	Child Response
Arts and Crafts	90% (54)	45% (27)
Structured Inside Activities	64% (38)	25% (21)
Organized Sports	45% (27)	45% (27)
Homework Sessions	67% (40)	0

Results yielded a clear picture of areas of dissatisfaction and possible solutions from the perspective of the parents and children. Changes seemed to be indicated in the areas of supervision as well as the choice of activities made available to the children. Lack of appropriate supervision may have indicated a lack of vision (training) on the part the caregivers largely due to their

inexperience in caring for children of these ages. The discrepancy in results for participation in the program may have been an indication of just a lack of awareness on the children's part regarding their supervision or even in what they may be missing, though they enjoyed the free play and television. It is further apparent that parents wished for there to be more opportunities from which their children could choose. This confirmed the writer's belief that programming changes were in order, but also indicated that these changes should include input from the children.

Causative Analysis

The problems evidenced by the extended day care program seemed to have two basic causes: untrained caregivers and lack of programming. In the area of training, only one of the work study students had received training provided by HRS and one had been a camp counselor for five years. The other two had no previous training and none of the four received any training regarding the differences in their past experiences and the school setting. The teacher aides received training regarding school expectations in dealing with children generally, and the philosophy of the school, but no additional training for the extended day program. The aides were somewhat resentful of this new responsibility.

The supervisor accepted the job two years ago for financial reasons and was given no leadership from her predecessor except in regard to the negative aspects of the position. The extended day care supervisor was under the direct supervision of the Academic Coordinator, also a new position, who had no experience with the day care program, but who was highly qualified in the areas of early childhood education and curriculum. Regarding the lack of varied activities, the major reason cited by the supervisor was simply that the program had always existed with outside free play and television. The physical education teacher had provided equipment in the past but no longer did so as that budget could no longer afford to continue replacing materials which were lost. The extended day care budget was used to pay salaries and purchase the snacks. There were few occasions where surplus monies were available. An additional cause reported in the supervisor's survey was motivation and lack of time on her part. Dealing with the day to day problems related to parental complaints, unsupervised children, covering for caregivers in their absence, and trying to overcome the resistance on the part of the aides all contributed to a general frustration with the demands of this program.

Relationship of the Problem to the Literature

The concern of quality day care is addressed in the literature. Adolf and Rose (1988), the Children's Defense Fund (1987) and Seligson (1988, 1989) recognize and emphasize the need for not only greater quantities of day care, but for quality day care as well. School age child care is indicated as one area in which public schools have become interested in the last several years (Seligson, 1986). Seligson (1986) stresses that day care offered in schools serves not only the needs of the school, but the community as well. Coleman, et al. (1989) and Trotter (1987) are other proponents of school age day care, asserting that it is the largest part, numerically , of the day care problem in this country.

Quality day care has been defined by Vandell and Corasaniti (1988) as care which provides for appropriate activities for the children, as well as maintaining adequate ratios of children to adults, and amount of training the caregivers receive. Endlsey and Bradbard (1981) elaborate that quality day care environments are safe, have adequate space, have many materials and equipment, have low adult to child ratios and whose caregivers respond readily and warmly to the needs of the children. Parental involvement as well as provisions for additional comprehensive services are also part of a quality day care setting (Endlsey & Bradbard, 1981).

The literature addresses the issue of training as a cause of poor quality day care. Abbott-Shim (1990) states that a well trained staff should be one focus of a good day care program, and Seligson (1989) supports staff training as a means to effecting a quality day care program. Other writers note the lack of trained care givers (Blazier, 1988) as well as a lack of enthusiasm on the part of caregivers (Strickland & Reynolds, 1989). The reasons given include a fear of failure and loss of pride caused by training sessions which relate to the caregiver that performance is not satisfactory. Peters (1988) also recognizes the causative effect of lack of training and poor day care programs. Coleman (1989) suggests that in hiring school age day care staff it is wise to consider the previous training of the individual to get the best fit.

In the literature, guidelines for training are presented by a number of writers. MacDougall (1966) advocates total staff conferences with additional weekly conferences between the coordinator and supervisor. Weinstein and Allen (1985) suggest including the philosophy of the institution, policies, and routines in the training of new workers. Further support is found for conferencing via suggestions that training be individualized to meet the needs of differing degrees of proficiency among the caregivers (Greenman 1987; Peters 1988; and Strickland & Reynolds, 1989).

The literature also comments on the types of programming which should be available to early childhood and school age children in a day care setting. Honig (1989), Kagan (1989), and Seligson (1989) stress the need for developmentally appropriate practices and programming. Howe (1987) describes a program which emphasizes social and emotional development through creative activities, fine motor activities, outdoor play, story and music time with structured games being optional. Cohn (1989) and Merritt (1988) support this type of programming in describing the needs of kindergarten age children including free play and interest centers. Both emphasize the need for different types of activities for different age groups. Evidence of positive day care programming through the availability of a variety of activities is provided by many programs (Denver, Colorado Office of Child Development, 1975; the Office of Educational Research and Improvement, 1967; and Racine, Wisconsin Unified School District, 1970). Still another suggestion for appropriate programming includes developing a range of activities which include quiet and active, individual and group, as well as academic and recreational activities (Coleman, 1989). Coleman (1989) also maintains that noncompetetive games should be used. An additional

consideration is the schedule of the day care program regarding the times children are in attendance in the greatest numbers, and other similar variables for effective planning of activities. The establishment of activities such as board games, arts and crafts, creative dramatics, free play, cooking, and the option of child selected activities as well as caregiver directed activities has been suggested (Adolf & Rose, 1988; Cohn, 1989; Howe et al. 1987; Seligson & Fink, 1988). Cohn (1989) and Merritt (1988) make suggestions regarding the complexity of activities for differing age groups and offer as suggestions one day projects for younger children with more elaborate and creative projects for the older children. Many of these activities would be of interest to the children and their parents in the writer's setting as indicated through survey responses.

Positive results regarding effective programming in day care programs are reported in the literature. Several programs give evidence of effective programming by offering structured learning experiences, tape recorders, kits and games, weaving and sewing, availability of manipulatives, art instruction and tutoring (Denver, Colorado Office of Child Development, 1975; the Office of Educational Research and Improvement, 1967; and Racine, Wisconsin Unified School District, 1970). More recent evidence of effective

programming is provided by Howe et al.(1987). This setting provided activities such as those previously cited but also encouraged the caregivers to respond to suggestions made by the children. This program also investigated school programs and provided activities which would complement those programs. Seligson (1986) provides the all encompassing requisite for school age day care in her reminder that the primary task is to serve children's needs through available resources, skills and knowledge.

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Goals and Expectations

The following goals and objectives were projected for this practicum. The goal was to develop a day care program which would provide for the needs of those individuals involved in the extended day care program. The goal included provisions for training of caregivers and appropriate programming for the participants.

Behavioral Objectives

The following objectives were identified:
(1) caregivers will have a clear understanding of school policy, as well as appropriate disciplinary techniques and general knowledge of children's developmental needs which will enable them to be involved and consistent in relating to the children. Successful training will yield a 15% (4) positive difference on parental and participant surveys and a 25% (3) positive difference on staff surveys.

(2) after the implementation period, parents and children will report greater satisfaction with the extended day care

program in regard to programming as measured by a 15% (4) positive difference on the parental and participant surveys.

Measurement of Objectives

The measurement instrument chosen and developed by the writer was a pre-test/post-test questionnaire specific to parents, participants, and staff. Rationale for this type of instrument was two-fold. First, the instrument needed to be something that would not be seen by the parents, children, or staff as too time consuming or complicated. The various forms were required in order to rate specifically which part of the group viewed the day care program a certain way. Additionally, staff questionnaires needed to contain different types of queries than did the others. Secondly, nowhere in the literature did the writer find any type of instrument of this nature for this purpose. The questionnaires were designed to be specific to the needs of this private school setting, population and expectations. Particular items were included partly as a needs assessment for program planning, others were included based on observations of the program by the writer over a period of years, and concerns expressed informally by other faculty and parents. The inclusion of space for additional comments also

allowed the parents to understand that their feelings in regard to the day care program were important and useful.

CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluation of Solutions

Based on results collected via the questionnaires, the writer determined that providing a quality extended day care program through training of caregivers and effective programming was necessary. In the literature, guidelines for training were presented by a number of writers. MacDougall (1966) advocated total staff conferences with additional weekly conferences between the coordinator and supervisor. This suggestion would be difficult to implement in the present setting due to the scheduling of the aides and their classroom responsibilities. Weinstein and Allen (1985) suggested including the philosophy of the institution, policies, and routines in the training of new workers. Further support is found in this type of training through suggestions that training be individualized to meet the needs of differing degrees of proficiency among the caregivers (Coleman, et al. 1989; Greenman, 1987; Peters, 1988; and Strickland & Reynolds, 1989). These suggestions were very pertinent to the writer's setting in that the teacher aides were very familiar with school philosophy, policy, and

procedures. The work study students had not received this information and were carrying out their responsibilities based on prior experiences in different types of settings. These same authors also emphasized the need for rewards and other inducements in accordance with a planned schedule, allowances for new ideas to be suggested and tried by the caregivers, and provisions for professional education within a four to five year period. At the time of this practicum, there were no allowances for rewards, and caregivers had not been encouraged to initiate any changes. One benefit available to the teacher aides, however, was tuition for continuing education courses, but no requirement was made for this type of professional development.

Literature also provided many suggestions regarding appropriate programming for day care settings. The establishment of activities such as board games, arts and crafts, creative dramatics, free play, cooking, and the option of child selected activities as well as caregiver directed activities were suggested (Adolf & Rose, 1988; Cohn, 1989; Howe et al. 1987; Seligson & Fink, 1988; and Seligson, 1986). Cohn (1989), and Merritt (1988) made suggestions regarding the complexity of activities for differing age groups and offered as suggestions one day projects for younger children with more elaborate and creative projects

for the older children. Many of these activities would be of interest to the children and their parents in the writer's setting as indicated through survey responses.

Positive results regarding effective programming by offering structured learning experiences, tape recorders, kits and games, weaving and sewing, availability of manipulatives, art instruction and tutoring is available in the literature (Denver, Colorado Office of Child Development 1975; the Office of Educational Research and Improvement, 1967 and Racine, Wisconsin Unified School District, 1970). More recent evidence of effective programming was provided by Howe et al. (1987). This setting provided activities such as those previously cited but also encouraged the caregivers to respond to suggestions made by the children. This program also investigated school programs and provided activities which would complement those programs.

In the writer's setting, two programs of activities were designed. Although responses from the early childhood area were very limited, to provide continuity in programs, the writer sought some changes for enhancement of the existing program early childhood program. Solutions chosen for this area included the use of planned activities as well as unstructured activities. For the younger children, use of manipulatives, art and music activities and free play were

provided. In evaluating suggestions made through the literature and those generated through the surveys, additional activities included organized games, cooking, and arts and crafts, and a supervised homework time. All structured activities were offered on an optional basis as long as provisions were made for the supervision of the children. Other possibilities included the formulation of an extended day care newsletter, informing parents of the various activities in which children have participated, cooking the day's snacks, participation in an arts and crafts fair and inclusion of a day care project in the school wide science fair.

Description of Selected Solution

The writer took the following steps in implementing a change in the extended day care program. In the area of training, the issue of individual needs was considered and in the area of programming, developmental needs and the safety of the children were the focus (see Appendices E, F, and G.) Justification for this type of programming was found in Cohn (1989), Honig (1989), Howe (1987), Kagan (1989), Merritt (1988), and Seligson (1989). Initially, meetings with the administrative individuals presented the program and training sessions were scheduled according to the workers'

convenience. They were compensated for their time. Upon approval, room assignments were arranged, materials ordered, and a letter was sent home to the parents describing the changes.

Secondly, training sessions commenced. The four work study students attended three training sessions (Greenman, 1987; Peters, 1988; and Strickland & Reynolds, 1989), the first to orient the students to the philosophy and goals of the school and provide background of child development and developmental milestones. The rationale for this type of training had to do with the differences between the writer's setting and other institutions in which the workers had been employed. Additionally, the workers had little knowledge about childrens' abilities and characteristics as indicated on the initial questionnaires. The second session focused on the IDEAL problem solving strategy (1987) and the writer demonstrated the use of this strategy. The steps involve an adult working through the following steps with a child until the child is able to demonstrate his mastery of the process. The first step, I, stands for Identify the Problem. The child is asked to focus on the exact nature of the problem and state it clearly. The next step, D, means Determine the Choices. Here the child is asked to list all possible choices of actions. E represents Evaluate the Outcome. Using the choices the child indicated, he is then asked to

think about the consequences of each of those choices. The fourth step, A, necessitates Action of one of the choices, and the final step, L is for Learn from the situation. Specific examples are provided in the Teacher Handbook (Brennan, 1990).

The third, and last session, was attended by all caregivers and described the changes in activities and responsibilities necessitated by these changes. This was done in order to ensure that all caregivers understood their responsibilities, the types of activities, and managerial aspects of the new program.

Implementation of the activities followed and continued for ten weeks. The writer supervised the implementation until the workers expressed that they understood and felt comfortable with the arrangement. The writer made adjustments to the program based on comments from caregivers, parents, and children regarding any changes which were needed. Questionnaires were sent home at the end of this period, or given to the workers, in order to evaluate the effectiveness of the implementation.

Report of Action Taken

The writer designed two programs, one for the early childhood age group, the other for the second through fifth

grade group (see Appendix D) and submitted both for approval. Activities for the early childhood group were to include outside play followed by snack time. Twice weekly the snack would be provided by the older group's cooking activity. The following time period would include play with clay, puzzles, and various types of manipulatives as well as basic art supplies. Two days each week a structured arts and crafts activity was planned. A music and quiet time activity were the culminating activities for each day, and would be held in the area with the older children. The reason for this was the small number of children left during that time of day. This was not a change from the original program. For the older group, children had a choice of free play, cooking or arts and crafts (on alternating days) and homework sessions for the first forty-five minutes. Snack followed this period, again sometimes being the products of the cooking activity. The next period of one hour offered choices of board games, organized sports such as hockey, basketball, kickball, baseball, or watching television. The last half hour was spent with quiet reading or a caregiver led story time. Permission for the use of classrooms and cooking areas was arranged through the teachers. Activities were designed for the first week, copied and put into folders for each age group with copies to the supervisor, Academic Coordinator and

Director. Sign up sheets were developed for the children to indicate their choice of activities on a daily basis and to help track the students' whereabouts. Materials for the various types of activities were ordered.

Training schedules were arranged according to the convenience of the students. The aides were asked to meet one specific day, of their choosing, from 3:00 until 4:15 p.m.. If this necessitated their staying past their regularly scheduled hours, they were compensated for the additional time. The aides expressed, at this time, their dissatisfaction with having to do any additional work related to day care as they had not expected to even be involved in the program when they were employed. They did agree to meet with the writer, with the understanding that they were disgruntled. Training sessions proceeded according to schedule, with all student caregivers attending. The first training session with the students was to introduce them to the philosophy of the school site and their responsibilities regarding the safety, supervision, and interactions with the children and parents. A second purpose was to develop a general understanding of children's characteristics and needs of children at the various age levels (see Appendix E). The students filled out the questionnaires, and spoke openly about their experiences in the current setting. The purpose

of the second training session was to provide an explanation of the school's adopted strategy for solving problems and to guide the caregivers in the use of this strategy. (see Appendix F). The students communicated that they really had no prior exposure to any type of disciplinary procedure or training in helping the children solve their own problems. The final training session provided the specific schedule of activities for each group with an explanation of where the materials were to be kept, suggestions for gathering the necessary materials each day as well as a rotation schedule for all of the caregivers in regard to their participation in the various activities (see Appendix G). The students asked questions to clarify anything they did not understand, but left with the knowledge that adjustments would have to be made as the necessity for them arose and that the writer and the supervisor would be available for whatever support they needed. The activities were to be started the following week.

In the meeting with the early childhood aides, the writer explained the strategy for implementing the activities and questions regarding their placement in the different age groups were answered. Previously, early childhood aides had always been involved with day care, but only for that particular age group. Changes in scheduling this school year

sometimes necessitated their presence in the older day care This had caused some initial confusion. The meeting with the aides from grades two through five was quite different. They were unwilling to go through the complete explanation of the schedule and indicated on their questionnaires as well as verbally that they were unwilling to participate in activities such as arts and crafts or cooking, and that day care was not part of their contractual arrangement for the year. The supervisor was unable to convince them that in fact this was one of the stipulations of their contracts and ended by telling them that they could go to the Academic Coordinator for clarification. The writer encouraged them to discuss what they felt was appropriate but also tried to indicate to them that a flat refusal was probably not to their advantage. Much of the dissatisfaction was due to the perceived lack of communication regarding their hours and days since the beginning of the school year.

Once the aides met with the Academic Coordinator, and did in fact, acknowledge that their contracts had stipulated this sort of responsibility and clarified their own schedules, they were more willing to listen to the changes. They did express that they had specific preferences, each of them different, and that they would feel more comfortable with some activities rather than others. They were told that

in order to address their desires, the writer would adjust the schedule, but in fairness to the work study students, they could choose one activity from which to be excluded, rather than opting for only participating in homework or board game supervision. The schedule was also designed so that no single caregiver would be responsible for more than one of the more demanding activities each day. This was agreeable, a new schedule was devised (see Appendix H), and was accepted. No changes were needed for the early childhood activities as each caregiver would participate in each activity.

Part of the scheduling allowed for each area to be supervised by one aide and two work study students. This was done so that a school staff member would always be available in the event that an emergency arose or there were questions or parental concerns which the students could not address. It was also done in an effort to meet the parents' concern regarding supervision. The presence of a "school official" would lend evidence that these concerns were being addressed.

Another scheduling change included the attendance procedure. Aides, at this time, needed to attend to their regular duties such as bus and carpool supervision so the work study students had total responsibility for the children until 3:20 p.m.. Children from grades two and three would

begin meeting in the science lab for attendance while the other two grades would meet in a nearby classroom. This was done to not only to facilitate attendance procedures, but to make the number of children in one room more manageable, and allow more equal opportunities for each group in the selection of activities.

On the first day of activity implementation, the writer met with the older group of children to explain the schedule. While activities had been planned for that week, the children were asked to share the types of specific activities or games they would like. A list was made by one of the fifth graders of the suggestions which were offered. The writer also elicited from the children the types of positive behaviors which should be used and which they know to be part of the school's expectations. During this time, the writer also modeled for the work study students appropriate management skills and reinforcement of children who were demonstrating appropriate behavior.

After the early childhood free play time, the writer met with those children to show them the new materials which had been purchased and to describe some of the activities they would have to choose from while they were in day care. Again, the writer modeled appropriate interaction for the work study students.

The writer was present at attendance each day of the first two weeks of activities. Each day the activity was

written on the board. The children became very proficient at getting out the sign up sheets and selecting their activities. The second week's activities included some of the suggestions they had given, which made them more eager. The sign up sheets for each activity were given to the appropriate caregiver and the activities proceeded.

There was some initial confusion in getting to the designated areas and in collecting and cleaning up the materials from each day's activities, but for the most part, the children took the initiative in attending to these matters. Each day the caregivers were asked individually to evaluate the situation and offer suggestions for improvement. Responses indicated that once everyone adjusted to the schedule, it would run smoothly. Parental comments also indicated initial pleasure with the changes, many times so much so on the children's part (especially in the early childhood group) that the children did not want to leave. The writer observed parents sitting at the small tables waiting for the children to finish their activity and inquired as to whether this was convenient, or whether shorter activities were needed. Parental response was that no change should be made; the children were actively engaged and that was fine.

For the following seven weeks, the writer provided the two groups with folders of cooking and arts and crafts activities and purchased food items on a weekly basis. During this time, the older children's interest in the art activities was waning so they were asked if there were any other activities they would like to incorporate into the program. While they wanted cooking every day (they really liked the new snacks), budgetary constraints would not allow this. The children accepted this and suggested instead that board games be a choice for both time periods instead of just the late one. This was easily and quickly accomplished. It was also a great solution to the problem of purchase of materials for projects that never were done, so it was financially advantageous as well.

During this time, the early childhood group expressed an interest in doing their own cooking, so adjustments were made that included one cooking activity per week along with the arts and crafts. One caregiver expressed great interest in cooking with the children, so the activity was scheduled for her day.

It was also during this time that one aide left the school and another began her student teaching. A former employee filled the first vacancy and an additional work study student was hired. This actually worked well for the program in that the new aide had no hesitation regarding day

care and was quite familiar with the institution's policies and procedures and the new work study student was entering a program which was progressing smoothly.

The remainder of the implementation phase went smoothly regarding selection and participation in the activities. Caregivers did not require assistance from the writer except on an occasional basis after the sixth week of activities, but that assistance became more of a daily problem solving nature than actually assisting in the implementation of the activities.

One change which occurred early during implementation was that for the last thirty minutes, the children usually chose to simply continue with their board games or watch television. Those children which had opted to play board games were willing to allow others from the older group and the younger children to join in and would sometimes organize teams or play-off situations.

Adjustments to the program were also necessary when caregivers were absent. If one or even two caregivers were absent on any given day, the activities could proceed as normal with groups being combined. For example, the children doing homework would work in the area where the arts and crafts or cooking activities were being held in order to be in a supervised area. This was not the most suitable environment for homework, but it was better than not having

the opportunity to complete their work, or having to do it outside. When numbers of children in the early childhood group required an extra adult's supervision, the older groups were combined in order to release the caregiver to that area. Only once did the situation arise in which three caregivers were absent simultaneously. Then the supervisor took a group and when either the supervisor or writer could not stay, all of the children played outside, sometimes taking the board games. The last session of activities was uninterrupted. This was attributed to the lower number of children present and the combination of the two groups which provided the additional coverage that had been lacking in the earlier time period.

During the final week of the practicum's implementation, the caregivers dispersed the final questionnaires when the parents came to get their children (see Appendix I). The students were asked by the writer to fill out their own questionnaires when possible, sharing their feelings about the program (see Appendix J). Caregiver questionnaires were also handed out during this week (see Appendix K). It should be noted that 80 as opposed to 75 surveys were sent out at this time, due to an overall increased use of the day care program, partially related to increased school enrollment.

CHAPTER V

RESULTS, DISCUSSION, AND RECOMMENDATIONS

Results

The problem addressed by this practicum was the lack of a quality day care program in which children were well supervised and participated in a variety of appropriate activities. The solution to this problem was to train the caregivers in appropriate school policy, age appropriate expectations, as well as give them a strategy for problem solving with the children, and to develop a schedule in which the children had structured as well as unstructured activities.

Comparisons between pre and post questionnaires for the parents and children indicate increased satisfaction with the supervision and programming as indicated by Table 3. Although the writer had set as a goal specific percentile differences, the actual number of parent and children responses may be more significant, partially due to the slight change in attendance, yet fewer returned surveys. 80 surveys were distributed, 55 were returned as opposed to 75 distributed initially, with 60 returned. Early childhood responses comprised 15, or 8% of the responses, whereas the prequestionnaire response was only 2, less than 1%.

The areas of greatest difference include the overall pleasure and enjoyment of the program as reflected by the student responses and the parents' perceptions.

Table 3

Results of Parent and Child Postquestionnaire

Characteristic	Parent Response	Child Response
Supervision is adequate	55% (30)	90% (49)
Pleased with programming changes	99% (54)	95% (52)
Child enjoys participating	99% (54)	95% (52)

The post questionnaire also sought to determine which new activities were most enjoyable for the children. Although free play was not selected as an activity which either the parents or children thought should be increased when they responded to the first questionnaire, it was still noted as a favorite in the final survey. Table 4 indicates those activities which were added and which the parents indicated were most enjoyed by their children, and those which the children preferred. Significant differences are noted in the response to the availability of structured inside activities. Initially, parents' requests for these activities were greater than the children's desire for them, but the results indicate that these activities were among the children's favorites.

Table 4

Preferred Activities as Indicated by Parent and Child Postquestionnaires

Activity	Parent Response	Child Response
Arts and Crafts/Cooking	60% (33)	60% (33)
Structured Inside Activities	85% (46)	90% (49)
Organized Sports	60% (33)	60% (33)
Homework	10% (5)	0

Previously, caregivers' lack of training had been cited as a cause of the problem with the day care program. Now all eleven caregivers indicate that training had been accomplished and that they had a greater sense of their authority as well as their responsibilities and how these might differ from other similar positions they had held. All caregivers reported that the children had seemed to enjoy the different activities and that management was easier. They also indicated that the activities were not as difficult to implement as they had anticipated. Two caregivers expressed that the small number of children participating in the homework sessions and some of the craft sessions did not warrant another person to supervise.

Discussion

Quality day care programs have been characterized in a number of different ways. Two characteristics of a quality day care program are that the workers are well trained and

that appropriate programming is available (Blazier, 1988; Endsley & Bradbard, 1981; Greenman, 1987; Seligson, 1986). In the writer's setting, a large portion of those individuals directly or indirectly involved in the original program saw these as areas of great need. In designing the training sessions, the writer recognized the value in suiting the training to the needs of the individual caregivers as proposed in the literature (Greenman, 1987; Peters, 1988; Strickland & Reynolds, 1989) not only in regard to previous training, but in the nature of differences imposed by the school's expectations (Weinstein & Allen, 1985). Because the work study students had less experience in dealing with children, and because none of them had worked in this setting previously, it was important to address those issues separately from those surrounding the aides. Time was also a major consideration. The writer did not seek to either waste the time of the aides by requiring their attendance for information they already possessed, neither did the writer wish to antagonize them further, and wasting their time would have done just that. Training which initiated the work study students into the school's philosophy, goals, and effective strategies also provided a framework for interacting with the children which they had not understood. This training supported the findings or validated the recommendations of

Abbott-Shim (1990), Seligson (1989), and Strickland and Reynolds (1989).

Both groups of caregivers, work study students and aides, needed explanation regarding the scheduling and general logistics: location of materials, use of rooms, and attendance procedures. This session, underlying misconceptions not withstanding, could not have been omitted with any expectation of success.

The caregivers' responses indicated that the training was effective in delineating for them their exact function, the breadth of their authority, and the chain of command in addressing problems. They communicated feeling much more secure in knowing general procedures, and in using language which was meaningful and effective with the children as in the use of the problem solving strategy (IDEAL, 1987).

In evaluation of the parental and child surveys, it is easy to see the overall level of satisfaction in regard to the care afforded to their children. The writer believes this is directly related to the training and active participation required by the caregivers of the planned activities. It was no longer possible for the caregivers to sit and watch the children play; they had to be involved in the implementation of the arts and crafts or cooking projects and they had to direct the organized sports. It was not

unusual for the caregivers to join in the board games with the children. The perception of the children that they were well cared for also increased and comments by the children were included and made specific references to the fact that now the caregivers played with them more than before. Although the children had not perceived any problem with their care at the onset of the practicum, they were aware of the differences resulting from the new programming.

The writer also sought to provide a number of activities which would meet the needs of the parents as well as the children. Parents felt a need for their children to have an opportunity to complete their homework before they went home, and thus, the inclusion of a homework time. The writer did question whether the additional activities undermined the use of the homework session, but did not investigate it formally. The other activities which the parents and children desired are those which have been recognized as appropriate in the literature (Cohn, 1989; Honig, 1989; Kagan, 1989; Merritt, 1988; Seligson, 1989). The positive results as indicated on postquestionnaires support these findings unequivocably.

The fact that so much support for the new programming was indicated surprised the writer. While the objective was to bring about a degree of change, the great degree of change was not expected. In fact, regarding the 99% parental

response regarding new programming and the child's enjoyment of the program, there was only one parent indicating dissatisfaction and this was based on one afternoon when free play was not offered to all children desiring it at the earlier time due to lack of adequate supervision being available and the time it took to arrange that supervision. The mother included a comment that no structured activities should be offered and that now, even though her children only stayed for the first group of activities and participated in free play all but one day, she was no longer satisfied with extended day care. This particular parent had spoken to the writer when this event occurred and stated that she was not concerned about the safety of the children, she just wanted her children to have the opportunity to do as they pleased, which was to play outside. The results further indicate that the inclusion of board games and other inside activities such puzzles, manipulatives, and clay was a positive addition. It should also be noted that it was one of the easiest for which to plan and oversee. The children, especially the early childhood group, were very pleased with the new activities and would often stop the writer to tell about what they had done the day before and to ask about what to expect in the future. The younger children were very emphatic in

their response to the cooking. At first it was fine that they were getting "special snacks from the big kids" but then they wanted to be more involved. When they were so convincing in their arguments as to why they should be allowed to cook, the writer was glad to accommodate their wishes. Toward the end of the implementation period, they were even very specific in what they wanted to cook. Parents were appreciative and expressive in their comments regarding the programming for this age group. They indicated that they had less feelings of guilt if they were late because the children were so enthusiastic about all of the activities.

The impromptu comments from the children and parents led the writer to an early conclusion that the program was indeed meeting the objectives, and this was borne out by the postquestionnaires. The results imply that the need was very real and that the changes have been well received by the majority of parents, children, and caregivers. Effective programming carried out by individuals who know how to relate to the children and have a clear understanding of their place in the greater scheme has been directly responsible for the achievement of the major goal of the practicum, which was increasing satisfaction through the development of a quality extended day care program.

Recommendations

It is the writer's recommendation that the program be continued by the school. The Director has offered a stipend for any individual who is willing to undertake the planning of activities and purchase of materials. The writer has suggested that a fund not unlike those used by the different grade levels be made available so that out-of-pocket expense is minimized or eliminated.

In the future, it might also be propitious to employ a "substitute" caregiver to be called when there are absences on the day care staff. This would eliminate the supervisor's need to cover for the absent caregiver and allow the activities to continue with little disruption. For future consideration, training should be held before the school year begins. This would not only prepare the caregivers for their duties, but would also give them an edge in knowing that they are prepared to meet the students. They should be encouraged to try new activities or make adjustments in scheduling when they are necessary. Empowering the caregivers will serve to make them more a part of the program, rather than function just as the "worker bees".

Recommendations regarding programming would be more general. It is important that staff members be sensitive to the needs and desires of their respective groups and design

activities accordingly. Communication on a regular basis with the parents would be an effective way to manage this area and might be carried out informally or formally. The different activities should also be "publicized" in advance through grade newsletters that are sent home at regular intervals. In this way, if children have a particular interest, they can plan on staying on that day.

In summary, it is most important that the children continue to have a safe, nurturing environment which allows them the opportunities to participate in a number of activities that are not only age appropriate but which will also foster confidence for the child: in himself, and in his environment.

Dissemination

Plans for the dissemination of this practicum have already been discussed. The Headmaster has requested that the writer present the practicum to the total school faculty at a meeting at the end of the school year, or the beginning of the next. He has further suggested that the results be shared with the parents via newsletter as well as at Open House next year. Copies of the practicum will also be sent to two other school centers. One is a kindergarten to fifth grade school for children with special needs, the other is a preschool developmental center.

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APPENDIX A

PARENT QUESTIONNAIRE

September 14, 1990

Dear Parents,

In a continual effort to provide effective programming for all School students, we are conducting a survey of all parents whose children participate in the Extended Day Care Program. We would appreciate your spending a few minutes to complete the enclosed form, both for yourself and for your child. Your input is valuable and we are anxious to implement positive changes based on your feelings about the current program. Please do not answer based on your experience with Cultural Arts.

If you could return your survey to or Kathi Lopez in the enclosed envelope by September 24, it would be most helpful. Thank you for your time in regard to this matter.

Sincerely,

Kathi Lopez

Kathi Lopez

PARENT QUESTIONNAIRE

Please provide us with the following information before completing the survey:

_____ Number of children participating in the Extended Day Care Program

_____ Approximate number of hours in afternoon day care per day

_____ Approximate number of days per week in afternoon day care.

_____ Age(s) of child(ren)

Please rate the following statements on a scale of 1-5 as follows:

1-Strongly disagree
2-Moderately disagree
3-Agree
4-Moderately agree
5-Strongly agree

1	2	3	4	5	
—	—	—	—	—	1. A variety of appropriate activities are available for different age levels.
—	—	—	—	—	2. Current age group divisions are acceptable.
—	—	—	—	—	3. Adequate supervision is provided by the day care staff.
—	—	—	—	—	4. Discipline is handled in a consistent and caring manner.
—	—	—	—	—	5. My child(ren) seem to enjoy the present day care program.
—	—	—	—	—	6. I am pleased with the day care program as it exists.
					7. My child(ren) enjoys the following activities during day care:
—	—	—	—	—	a. free play
—	—	—	—	—	b. television

8. Of the items below, which would be the most enjoyable for your child to participate in during day care?

—	—	—	—	—	a. structured inside activities (games, board or others)
—	—	—	—	—	b. more free play
—	—	—	—	—	c. daily homework help session
—	—	—	—	—	d. arts and crafts
—	—	—	—	—	e. creative dramatics
—	—	—	—	—	f. child initiated projects

9. Which of the above activities would you like to see added to the program?

a b c d e f (Circle any or all, or any combination)

Please feel free to provide us with any additional comments regarding the structure of the program as you know it. Again, thank you for your participation.

APPENDIX B

CHILD QUESTIONNAIRE

Parents, please use the following scale to help your child convey his/her feelings regarding our Extended Day Care Program. You may read and mark all responses, or you may allow the child to complete the form if that is appropriate.

1-Always
2-Most of the time
3-Sometimes
4-Never

1	2	3	4	
—	—	—	—	1. I enjoy going to day care.
—	—	—	—	2. There are lots of fun things to do at day care.
—	—	—	—	3. I feel like I am well cared for at day care.
—	—	—	—	4. The day care staff treats me fairly.
—	—	—	—	5. The day care staff is willing to listen if I have a problem I'd like to discuss.

Please fill in the blanks:

1. My favorite part of day care is _____.

2. The least favorite part of day care is _____.

3. Please list some of the activities you would like to have available in day care:

4. My age is _____. I am in _____ grade.

Thank you for your help!!

APPENDIX C

CAREGIVER QUESTIONNAIRE

EXTENDED DAY CARE STAFF

Please respond to the following statements according to the scale provided:

1-Strongly disagree
2-Moderately disagree
3-Agree
4-Moderately agree
5-Strongly agree

1 2 3 4 5

_ _ _ _ _ 1. The parents seem pleased with the program.

_ _ _ _ _ 2. Parents seldom have criticisms.

_ _ _ _ _ 3. Children seem to enjoy the program.

_ _ _ _ _ 4. The environment demonstrates the philosophy of the University School.

_ _ _ _ _ 5. Children are supervised at all times.

_ _ _ _ _ 6. Appropriate and varied activities are provided for various age groups.

_ _ _ _ _ 7. Discipline is carried out in a consistent and caring manner.

_ _ _ _ _ 8. Training was provided for this position.

What are your qualifications for this position?

If training was provided, approximately how many hours were involved and what areas were covered?

In your opinion, what two changes could be made to improve the program?

Would you be willing to help facilitate this? How? Describe.

Current position and number of years of experience:

APPENDIX D

PROPOSED PROGRAM

Extended Day Care

Early Childhood-Grade 1

3:00-4:00	Outside free play
4:00-4:20	Snack
4:20-5:00	Inside play: clay, puzzles, blocks craft activities, bristle blocks, legos
5:00-5:30	Caregiver led activity with music: Hap Palmer, etc.
5:30-6:00	With older children, quiet time: looking at books, being read to, quiet music, t.v.

One caregiver should be responsible for art activity (children will rotate during the week), the other is to be responsible for other centers.

Each caregiver is accountable for either the children cleaning up properly-so that the area is ready for the next day's school group-or doing it themselves.

Grades 2-5

3:00-3:30	Meet for attendance: 4-5 graders in community 2-3 graders in science lab
3:30-4:15	Choice of activities as listed:
	*free play either in gym or outside (at caregiver's discretion)
	*homework: community room: supervision to be rotated between workers
	*cooking: M, TH
	*arts and crafts: T,W,F
4:15-4:30	snacks: sometimes those cooked by students
4:30-5:30	Choice of activities as listed:
	*board games, puzzles, manipulatives
	*organized sports in gym: volleyball(?), relays, basketball, kickball
	*television/movie: not necessarily all cartoons
5:30-6:00	DEAR, story time

APPENDIX E

TRAINING SESSION I

Objective 1: To acquaint the workstudy students with the philosophy of the school, its policies, procedures.

Objective 2: To provide workstudy students with a general understanding related to the social, emotional, physical and academic characteristics of children ages 4-11.

Materials: Institution statement of philosophy, general and specific goals, summary sheet of developmental characteristics of the children with whom they will be working, pictures of children of various ages engaged in activities.

Method: Elicit from students and list on board similarities and differences they have noticed between this school and other day care or camp facilities in which they have worked.

Discuss why these differences occur. Present statement of philosophy and goals. Allow time for reading.

Revise previous discussion as to why these differences occur. Brainstorm the advantages or disadvantages of the differences. Evaluate why these may be better than other situations.

Spread out pictures of children engaged in activities in a random fashion. Ask students to group them by similar age groups, then put them in chronological order.

Discuss differences noticed in the children themselves as well as in the activities. Describe the abilities the children would need to have in order to accomplish the task. Relate to the type of activities the children may encounter in day care. Have students list games or activities they know and "attach" them to a particular age group.

Summarize developmental characteristics in relation to the two age groups for the day care program.

APPENDIX F

TRAINING SESSION II

Objective: To provide instruction in the problem solving strategy, IDEAL.

Method: Present two different real life situations which may be familiar to the students. Ask them to demonstrate the steps they would use to solve the problems. Act out some of the solutions they offer.

Introduce and develop IDEAL as designed.

APPENDIX G

TRAINING SESSION III/SCHEDULE

Objective: To describe in detail the proposed day care schedule, the activities and individual responsibilities.

Materials: Program of Activities for both grade levels, appropriate schedule form for each meeting, i.e. work-study students, early childhood aides, elementary aides.

Method: Explain each program step by step regarding basic schedule, attendance procedures.

Describe types of activities for each age group, and where materials will be stored.

Explain scheduling and placement of aides, workstudy students.

Answer questions

Original Caregiver Schedule

The schedule is based on a three week rotation. Names have been changed; WS1, WS2 refer to one particular work study student, A indicates the aide. This meant each caregiver would be responsible for one group of activities per week, and would not supervise that particular pair of activities until the next rotation.

	Homework/ Sports	Free Play/ TV	Arts & Crafts, Cooking/Board Games
Week 1	A	WS 1	WS 2
Week 2	WS 2	A	WS 1
Week 3	WS 1	WS 2	A
Week 4	A	WS 1	WS 2
Week 5	WS 2	A	WS 1
Week 6	WS 1	WS 2	A
Week 7	A	WS 1	WS 2
Week 8	WS 2	A	WS 1
Week 9	WS 1	WS 2	A
Week 10	A	WS 1	WS 2
Week 11	WS 2	A	WS 1

Extended Day Care

Early Childhood-Grade 1

3:00-4:00	Outside free play
4:00-4:20	Snack
4:20-5:00	Inside play: clay, puzzles, blocks craft activities, bristle blocks, legos
5:00-5:30	Caregiver led activity with music: Hap Palmer, etc.
5:30-6:00	With older children, quiet time: looking at books, being read to, quiet music, t.v.

One caregiver should be responsible for art activity (children will rotate during the week), the other is to be responsible for other centers.

Each caregiver is accountable for either the children cleaning up properly-so that the area is ready for the next day's school group-or doing it themselves.

Grades 2-5

3:00-3:30	Meet for attendance: 4-5 graders in community 2-3 graders in science lab
3:30-4:15	Choice of activities as listed:

*free play either in gym or outside (at caregiver's discretion)
*homework: community room: supervision to be rotated between workers
*cooking: M, TH
*arts and crafts: T,W,F

4:15-4:30	snacks: sometimes those cooked by students
4:30-5:30	Choice of activities as listed:

*board games, puzzles, manipulatives
*organized sports in gym: volleyball(?), relays, basketball, kickball
*television/movie: not necessarily all cartoons

5:30-6:00	DEAR, story time

APPENDIX H

REVISED SCHEDULE

MEMORANDUM

To:

From: Kathi

Re: Initiation of Day Care Activities/Revised Schedule

Attached is day care activity schedule for the next several months. For the aides, a schedule specific to your activities is provided. A master list is included so that we will all have a clear understanding of each caregiver's activity at any given time.

Day care supplies will be kept between my office and the computer lab with the exception of those items needing refrigeration. Those will be kept in the refrigerator in the teacher's lounge. The items which were ordered have not yet arrived but I have provided the items which are necessary to get started.

On Monday, I will meet with all of the children, 2-5, in the community room after attendance has been taken. I will explain the system to them and provide you with pads for sign up for each activity. We will be starting the activities a little late that day, but we can adjust the times. I have also prepared a folder for this week which includes descriptions of the various arts, crafts, and cooking activities. None of the activities are very complex; if, after trying them, you feel the children can have more involved projects, just let me know and I will adjust for the next group of activities. Others will be forthcoming.

Please keep the sign up pads and activity folder with the attendance notebooks so that both will be available to the next day's staff.

As with any new program, there are bound to be some "glitches". I will be here each day the first week until 5:00 to help with the "start up", and afterwards as long as necessary.

Thank you for your involvement. I know there have been some misunderstandings, and am hopeful that those have been corrected. I know that the commitment each of us has to the children will help in the development of a quality day care program for them. If any questions arise, please don't hesitate to ask me.

LET THE FUN BEGIN !!!!!!

Grades 2-5 Extended Day Care
Revised Schedule

*The variance indicated by this schedule reflects the preferences as stated in earlier meetings. The first activity lasts from 3:30-4:15, snack is between 4:15 and 4:30, the second activity is from 4:30-5:30.

Wk.	Activities	M	T	W	TH	F
1	Homework	A	A	A	A	A
	Organized Sports		*Board Games	*Board Games		
	Cooking or Arts,Crafts Television	WS 1	WS 1	WS 1	WS 1	WS 1
	Free Play Board Games	WS 2	WS 2 *Sports	WS 2 *Sports	WS 2	WS 2
2	Homework	WS 1	A	WS 1	WS 1	WS 1
	Organized Sports		*Board Games			
	Cooking or Arts, Crafts Television	WS 2	WS 1	WS 2	WS 2	WS 2
	Free Play Board Games	A	WS 2 *Sports	A	A	A
3	Homework					
	Organized Sports	WS 2	WS 2	WS 2	WS 2	WS 2
	Cooking or Arts, Crafts Television	WS 1	A	A	A	A
	Free Play Board Games	A	WS 1	WS 1	WS 1	WS 1

Week 4 will be the same as Week 1
Week 5 will be the same as Week 2
Week 6 will be the same as Week 3, and so on

PARENT POSTQUESTIONNAIRE

Dear Parents,

For the past several months, the day care program has undergone some changes brought about by a desire on the part of the School to provide effective programming and the results of the questionnaires sent to you in September. Those questionnaires reflected desires on your part to incorporate a number of different activities, which you specified. Many of your comments were positive with some constructive suggestions. Many of you indicated that you were satisfied with some aspects of the program but not others. We appreciate your feedback and from your comments developed a program which would still allow the children unstructured play time with alternate activities being available for those who wished to participate.

The children have appeared pleased with the chance to choose their activities. The greatest change seems to be in the early childhood area, with children having requested that they be allowed to do their own cooking. It's been a pleasure to see the children actively involved in the cooking as well as some arts and crafts activities. The cooking and arts provided for the older children have been more sophisticated, sometimes being more than one day projects. Your comments have also been positive.

It is now time to assess the success of these changes in a more formal procedure. The questionnaires to which you responded in September are once again the method by which we will collect this information. There are a few changes, but the questionnaire remains basically the same. One difference in the gathering of information will be that the older children will be given the survey to fill out in school. Please take just a few minutes to respond, and if you have younger children, we ask that you help them complete the student survey.

Your input, and your child's input are valuable to us. If you would like to include additional comments, please feel free. We just ask that you return the questionnaires by Thursday, March 28 to Kathi Lopez or so that we can continue to evaluate and program in a way that will provide the best possible features for your child.

Sincerely,

Kathi Lopez

PARENT QUESTIONNAIRE

Please provide us with the following information before completing the survey:

_____ Number of children participating in the Extended Day Care Program

_____ Approximate number of hours in afternoon day care per day

_____ Approximate number of days per week in afternoon day care.

_____ Age(s) of child(ren)

Please rate the following statements on a scale of 1-5 as follows:

1-Strongly disagree
2-Moderately disagree
3-Agree
4-Moderately agree
5-Strongly agree

1	2	3	4	5	
—	—	—	—	—	1. A variety of appropriate activities are now available for different age levels.
—	—	—	—	—	2. Current age group divisions are acceptable.
—	—	—	—	—	3. Adequate supervision is provided by the day care staff.
—	—	—	—	—	4. Discipline is handled in a consistent and caring manner.
—	—	—	—	—	5. My child(ren) seem to enjoy the new day care program.
—	—	—	—	—	6. I am pleased with the changes in the day care program.
					7. My child(ren) enjoyed following activities during day care:
—	—	—	—	—	a. free play
—	—	—	—	—	b. television

8. Of the items below, which were the most enjoyable for your child to participate in during day care?

—	—	—	—	—	a. structured inside activities (games, board or others)
—	—	—	—	—	b. more free play
—	—	—	—	—	c. daily homework help session
—	—	—	—	—	d. arts and crafts
—	—	—	—	—	e. child initiated projects
—	—	—	—	—	f. cooking

Please feel free to provide us with any additional comments regarding the structure of the program as you know it. Again, thank you for your participation.

APPENDIX J

STUDENT POSTQUESTIONNAIRE

CHILD POSTQUESTIONNAIRE

Parents, please use the following scale to help your child convey his/her feelings regarding our Extended Day Care Program. You may read and mark all responses, or you may allow the child to complete the form if that is appropriate.

1-Always
2-Most of the time
3-Sometimes
4-Never

1	2	3	4	
__	__	__	__	1. I enjoy going to day care.
__	__	__	__	2. There are lots of fun things to do at day care.
__	__	__	__	3. I feel like I am well cared for at day care.
__	__	__	__	4. The day care staff treats me fairly.
__	__	__	__	5. The day care staff is willing to listen if I have a problem I'd like to discuss.

Please fill in the blanks:

1. My favorite part of day care is _____.

2. The least favorite part of day care is _____.

3. Please list the activities you liked most..

4. My age is _____. I am in _____ grade.

Thank you for your help!!

APPENDIX K

CAREGIVER POSTQUESTIONNAIRE

EXTENDED DAY CARE STAFF

Please respond to the following statements according to the scale provided:

1-Strongly disagree
2-Moderately disagree
3-Agree
4-Moderately agree
5-Strongly agree

1 2 3 4 5

— — — — — 1. The parents seem pleased with the program.

— — — — — 2. Parents seldom have criticisms.

— — — — — 3. Children seem to enjoy the program.

— — — — — 4. The environment demonstrates the philosophy of the University School.

— — — — — 5. Children are supervised at all times.

— — — — — 6. Appropriate and varied activities are provided for various age groups.

— — — — — 7. Discipline is carried out in a consistent and caring manner.

— — — — — 8. Training was provided for this position.

What two changes in the day care program were most effective?

Did your training enhance your ability to deal with the children? more clearly understand your responsibilities as they are related to this institution?

What changes were not effective? Why?

What other changes would you make?